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SHERMAN'S GEORGIA CAMPAIGN

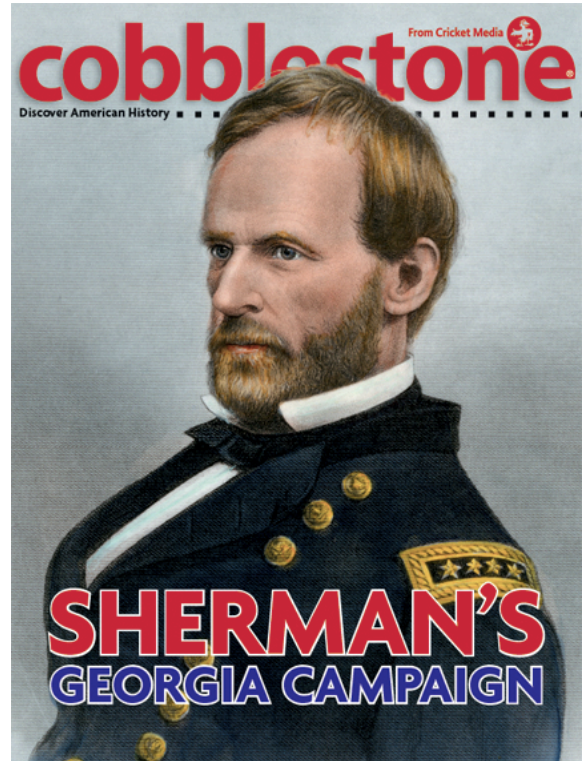
In this issue, students learn about the motivations and strategies employed by General William Tecumseh Sherman during the Civil War and examine how his actions helped the Union defeat the Confederacy.

CONVERSATION QUESTION

How did William Sherman's military engagements affect the course of the Civil War?

TEACHING OBJECTIVES

- Students will read and analyze a nonfiction article
- Students will learn about key events of the Civil War
- Students will learn about strategies employed by the Union during the Civil War
- Students will analyze connections among events and developments in broader historical contexts
- Students will use questions about individuals and groups to analyze why they, and the developments they shaped, are seen as historically significant
- Students will use maps to explain relationships between locations of places and regions
- Students will interpret and analyze historical speech
- Students will use details from a text to write a historical narrative
- Students will create an annotated map of historically significant developments



In addition to supplemental materials focused on core Social Studies skills, this flexible teaching tool offers vocabulary-building activities, questions for discussion, and cross-curricular activities.

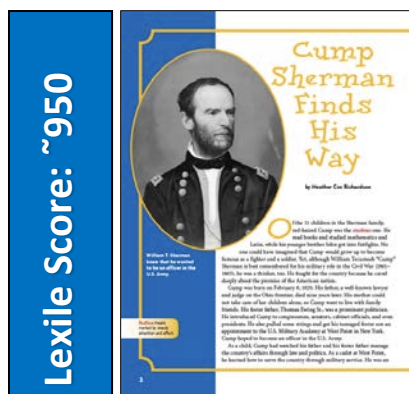
SELECTIONS

- **Cump Sherman Finds His Way**
Expository Nonfiction, ~950L
- **First Stop, Atlanta**
Expository Nonfiction, ~1050L
- **To Savannah and the Sea**
Expository Nonfiction, ~850L

Cump Sherman Finds His Way

pp. 2–6, Expository Nonfiction

Learn how William Sherman's upbringing prepared him for military service and about his responsibilities during the Civil War.



OBJECTIVES

- Students will read and analyze a nonfiction article
- Students will learn about key events of the Civil War
- Students will analyze connections among events and developments in broader historical contexts
- Students will interpret and analyze historical speech

KEY VOCABULARY

- **colonel (p. 5)** a commissioned officer in the military, ranking below a brigadier general
- **Western Theater (p. 6)** a region in the American South during the Civil War
- **strategist (p. 6)** a person skilled in the use of strategy

ENGAGE

Conversation Question: How did William Sherman's military engagements affect the course of the Civil War?

Ask students to imagine a scenario where a state wants to secede from the United States. Would they support this, or make efforts to prevent it? Why?

INTRODUCE VOCABULARY

Define each word with students. Then, arrange students in small groups and have them practice using all three words in a single sentence. Finally, tell students to look for these words as they read the article.

READ & DISCUSS

Read the article with a partner, and then use these prompts for discussion:

- How did Sherman's upbringing prepare him for service during the Civil War?
- Why did Sherman rise through the ranks during the Civil War?

CONCEPT/SKILL FOCUS: Analyze Context

INSTRUCT: Tell students that understanding historical context allows historians to understand why individual events and developments occurred and how they were significant. For example, key events leading to World War I included the assassination of Archduke Ferdinand of Austria-Hungary by a Bosnian Serb, the German Kaiser promising military support for Austria against Serbia, Austria declaring war on Serbia, and Russia declaring war on Austria.

Explain that events are often significant because they occurred within a larger context. Pair students and ask them to determine the historical context of the following events and developments: a) Sherman refuses a shipment of federal guns arriving at Louisiana State University, and b) Sherman resigns from Louisiana State University.

ASSESS: Ensure that students understand that both these developments occurred within the broader context of southern states starting to secede from the Union, which Sherman believed was illegal and did not wish to support in any way.

EXTEND

English Language Arts Ask students to reflect on Sherman's words, quoted on page 4: "You people speak so lightly of war. You don't know what you're talking about. War is a terrible thing." He continued, "You mistake, too, the people of the North. . . . They are not going to let this country be destroyed without a mighty effort to save it." Then, instruct them to write a paragraph analyzing the meaning of Sherman's words, using evidence from the text to support their answer.

Cobblestone® Teacher Guide: January 2018

First Stop, Atlanta

pp. 7–11, Expository Nonfiction

Discover why Sherman targeted Atlanta, Georgia, and how his success there shaped his subsequent strategy.



RESOURCES

- Analyzing Significance Graphic Organizer

OBJECTIVES

- Students will read and analyze a nonfiction article
- Students will learn about strategies employed by the Union during the Civil War
- Students will use questions about individuals and groups to analyze why they, and the developments they shaped, are seen as historically significant
- Students will use details from a text to write a historical narrative

KEY VOCABULARY

- fronts (p. 7)** zones of conflict between armies
- sue (p. 8)** to make a request for
- earthworks (p. 9)** an embankment or other construction made of earth

ENGAGE

Conversation Question: How did William Sherman’s military engagements affect the course of the Civil War?

Have students hypothesize why targeting an enemy’s supplies during a war may have a greater impact than a direct attack on their forces.

INTRODUCE VOCABULARY

Together, review the vocabulary words and read them aloud. Then, ask students to make predictions about the topic of the text using the vocabulary words. If necessary, help students guess the topic by revealing the title of the article.

READ & DISCUSS

Read the article with a partner, and then use these prompts for discussion:

- How did Grant’s promotion to lieutenant general affect William Sherman’s role and responsibilities in the Civil War?
- After his promotion, what did Grant order Sherman to do?
- Why did Sherman propose a change to the original orders he received from Grant?

CONCEPT/SKILL FOCUS: Analyze Significance

INSTRUCT: Explain to students that historically significant developments are shaped by the actions of individuals and groups. Tell students they will use answers to the questions in the Read and Discuss section to analyze:

- why Grant and Sherman are viewed as playing a major role in the Union’s victory over the Confederacy.
- why Sherman is viewed as being a highly effective military leader.
- why Sherman’s march is viewed as a turning point in the Civil War.

Have students record answers to the Read and Discuss section on the board and then have them explain how different individuals and groups were affected by the development referred to in each question.

ASSESS: Arrange students in pairs and ask each pair to use the answers they recorded on the Analyzing Significance graphic organizer to write a one-paragraph analysis of why both Grant and Sherman are viewed as historically significant persons who shaped the outcome of the Civil War.

EXTEND

English Language Arts Have students imagine they are a Confederate soldier being pursued by Sherman’s army. Tell them to write a diary entry describing their experience, using details from the text.

Analyzing Significance

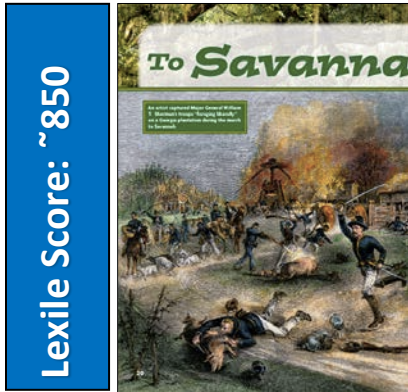
Historically significant developments are shaped by the actions of individuals and groups. In the second column, record your answers to the questions listed in the first column. In the third column, record how different individuals and groups were affected by the development referred to in the question in the first column.

Question	Answer	What individuals and groups were affected by this development and how?
How did Grant's promotion to lieutenant general affect William Sherman's role and responsibilities in the Civil War?		
After [Grant's] promotion, what did Grant order Sherman to do?		
Why did Sherman propose a change to the original orders he received from Grant?		

To Savannah and the Sea

pp. 20–23, Expository Nonfiction

Analyze why Sherman’s “March to the Sea” had such a devastating impact on the Confederacy’s ability to win the Civil War.



RESOURCES

- Sherman’s March (Map)

OBJECTIVES

- Students will read and analyze a nonfiction article
- Students will learn about strategies employed by the Union during the Civil War
- Students will use maps to explain relationships between locations of places and regions
- Students will create an annotated map of historically significant developments

KEY VOCABULARY

- **hub** (p. 21) a center of activity
- **foraging** (p. 21) the act of searching for provisions
- **depot** (p. 22) a terminal where trains load or unload passengers or goods

ENGAGE

Conversation Question: How did William Sherman’s military engagements affect the course of the Civil War?

Show students a military map of Europe in 1944 during the height of World War II. Tell them that the areas along the western edge of Germany were referred to as the Western Front, and the areas along the eastern edge of Germany were known as the Eastern Front. Then, explain that different areas where battles occur in a war are often referred to as “theaters of war.”

INTRODUCE VOCABULARY

Write the following sentences on the board. Then, ask students to decide which words from the vocabulary list should be used to complete the sentence.

- By destroying military buildings in Atlanta, Sherman hoped to prevent Confederates from using it as a military _____.
- Destroying a railroad _____ would prevent it from being used to send and receive supplies.

READ & DISCUSS

Read the article with a partner, and then use these prompts for discussion:

- Where did Sherman’s march begin? Where did it end?
- What did Sherman’s troops do along their march?
- Why did Sherman’s march limit the Confederacy’s ability to wage war?

CONCEPT/SKILL FOCUS: Use Maps

INSTRUCT: Explain to students that maps help historians understand the geographic significance of a historical event or development. Distribute copies of the *Sherman’s March* map. Instruct students to locate the theater (on page 13) in which the events on page 12 occurred.

ASSESS: Have students work in pairs and select one location on the map discussed in the article. Then, instruct them to use details from the text and map to write a one-paragraph explanation of how Sherman’s conquest of that location affected the Union’s ability to control the Western Theater during the Civil War.

EXTEND

Social Studies Have students create an annotated map by inserting text boxes with information about events that took place at different locations on the *Sherman’s March* map handout.